



Quarterly Meeting
June 8, 2006 10am-3pm
Pierre, SD
Kneip Conference Room 1

Outcomes

Participants will:

1. Talk about possible projects to be discussed at the Federal review.
2. Look at the benchmarking process
3. Discuss next years Special Education Academies and Mentoring program.
4. Discuss ways to unify Project ENRICH to make it a state wide collaborative effort.
5. Look at ways to include PBIS in work plans.

Rebecca Cain, Project Director, Department of Education
Deb Zebill, Coordinator, ESA 1
Pat Hubert Coordinator, ESA 2
Sylvia Street, Coordinator, ESA 3
Colleen Springer, ESA 3
Rita Pettigrew, Co-Director, Project ENRICH, ESA 4
Erik Person, Team Member, ESA 5
Dan Guericke, Director, Mid Central Coop
Debbie O'Doan, ESA 7
MaryLou McGirr, Evaluator, TIE

Minutes:

Rebecca opened the meeting with introductions. Participants responded by describing activities and/or programs that could be included in the Federal Review of the State Special Education.

Outcome 1: Talk about possible projects to be discussed at the Federal review.

ESA 3 sited four areas that were particularly successful in ESA 3:

- The Advisory Board is particularly hands-on and representation includes a wide range of experts. Birth to 3 Coordinators, a Head Start representative and college professor, Paula Platz, also serve on the Advisory Board
- A tool kit that brought together all the resources available to parents was distributed. A resource booklet for ESA which includes all the key people and phone numbers in each school district was distributed. A Provider Packet was also distributed which included most of the same materials. Some resources are from Parent Resource Network and Consolidated Schools. This information was shared with Barb Bohlander who is doing a similar activity in ESA 5
- Parent Nights were successful and were designed to help parents better understand children with special needs. RFPs were distributed and \$200 grants awarded. Grant awards were creative in their use of the dollars.

- Collaboration among the ESAs was also cited as a definite step in creating a system of professional development within the state.

ESA 5 cited collecting data about professional development as it is related to teacher practice (perception) as a positive step in building programs. The number of strategies learned, frequency and perceived level of impact are data collected. The coaching program is expanding and more districts are taking advantage of this opportunity.

ESA 1 cited the Regular Education Academy as a positive program within that region.

ESA 2 described the Special Education Academy as a positive program within that region.

ESA 7 cited on-line classes as successful professional development opportunities because teachers do not need to be out of the classroom to continue their education.

ESA 4 described upcoming professional development opportunities in the areas of conscious discipline, inclusive classroom strategies, differentiated instruction and addressing critical mental health issues.

Outcome 2: Look at the benchmarking process.

MaryLou discussed the protocol for the individual region benchmarking events. Documents coordinators should refer to include:

- Protocol for Project ENRICH Yearly Benchmark
- Benchmark Event Summary
- Proposed Benchmark Event Schedule

Coordinators were encouraged to schedule the benchmark events soon. The following dates have been designated:

- ESA 3 – June 21
- ESA 6 – June 7
- ESA 7 – June 14
- ESA 2 – September 7
- ESA 5 – Needs to be scheduled
- ESA 4 – Needs to be scheduled
- ESA 1 – Needs to be scheduled

The Project Management Team Benchmark Event will be September 13 at the Ramkota in Pierre. Becky and MaryLou will develop an agenda after receiving input from the coordinators. The purpose of the benchmark event is to use the action research process in determining the value of the 2005-2006 work and discuss the 2006-2007 work plan revisions.

Outcome 3: Discuss next years Special Education Academies and Mentoring programs.

After an informational discussion, there was a consensus that the Mentoring Program and Special Education Academies were well received by educators. The DOE is looking into funding one or both of the programs next year. Becky asked if the programs could be built into the region work plans for the 2006-2007 year. The response was favorable as both programs align with regional needs.

Becky informed the coordinators that 2005-2006 mentoring and academy money needs to be spent by June 30 and the paper work needs to be submitted to her office. Separate forms exist for each activity. The question was asked if regions are able to carryover special education academy and mentoring money to next year. Becky will check into this issue. Various ways were discussed to sponsor both activities.

A discussion was held in regard to carry-over of Project ENRICH funds for the 2006-2007 year. Becky informed the coordinators that Larry Wexler indicated that carryover would not be a problem. Becky has the information to apply for the carryover.

Outcome 4: Discuss ways to unify Project ENRICH to make it a state wide collaborative effort.

After much discussion the coordinators agreed that a system is evolving through the PMT work plan and joint efforts of the ESAs across the state in Project ENRICH and other ESA programs. ESA work is focused on instructional strategies and that is a place for Project ENRICH to work tightly with ESAs. Coordinators are committed to continuing their efforts to work together across the ESA lines.

Outcome 5: Look at ways to include PBIS in work plans.

Becky described the program, Positive Behavioral Interventions and Supports. The program is out of Oregon and 70% of the states are currently participating. The program supports and reinforces what special education people naturally do. Certain behaviors are accepted in the classroom, playground and community. Strong reinforcement of good behaviors and consequences occur. The program is data driven and student achievement scores go up as poor behaviors are eliminated. The DOE is considering state wide participation in the future, but beginning by piloting one school in each ESA. The DOE will offer grants to schools for rewards and Project ENRICH might support the K-12 training.